

BRUNSWICK PARK PRIMARY SCHOOL



BEHAVIOUR POLICY

September 2017

S. Bellingham

1 September 2017

_____ Head Teacher

_____ Date

Brunswick Park Behaviour Policy

Introduction

Brunswick Park is a caring community whose values are built upon mutual trust and respect for all. Every member of the school community should feel valued and respected, and each person should be treated fairly and well. Good behaviour is maintained at Brunswick Park if it is trusting and trustworthy, fair and consistent. **All** adults working in the school are expected to uphold and promote this policy by being **insistent, persistent and consistent**.

Our aims for promoting good pupil behaviour at Brunswick Park are:

- *to develop a responsible, self-motivated and co-operative attitude towards work and to school life as a whole;*
- *to develop awareness of pupils' personal responsibilities and of their position in society;*
- *to achieve potential both academically and socially;*
- *to accept responsibility for the environment and to develop pride in pupils' surroundings.*

Behaviour Expectations

The role of all staff is to create a positive learning environment by:

- *managing behaviour effectively to ensure a productive and safe learning environment (TS7);*
- *having clear rules and routines for supporting positive behaviour in classrooms and around the school (TS7);*
- *taking responsibility for promoting and modelling respectful and courteous behaviour both in classrooms and around the school (TS7/8);*
- *having high expectations for positive behaviour, and establishing a framework for these with a range of strategies, using praise, sanctions and rewards consistently and fairly (TS7);*
- *managing classes effectively by using strategies and approaches which are appropriate to pupils' needs in order to challenge and motivate them (TS1);*
- *maintaining good relationships with pupils, exercising appropriate authority and acting decisively when necessary (TS7).*

(TS = Teachers' Standards)

The role of parents and carers

All staff work collaboratively with parents and carers so that children receive consistent messages about how to behave at home, at school and in the community. We expect parents and carers to support their children's learning and to work in partnership with the school, as outlined in the Home School Agreement. Supportive dialogue between home and school is encouraged and we inform parents and carers immediately if we have concerns about children's welfare or behaviour. We expect parents and carers to treat staff courteously and respectfully.

If the school has to use sanctions, parents and carers are expected support the actions of the school. If parents and carers have any concerns or questions regarding a child's behaviour, in the first instance they should make an appointment via the School Office to see the class teacher. Please allow a minimum of 24 hours for the teacher to investigate and get back to you. Following this, if concerns remain please contact the people below in the order stated:

1. Contact the Learning Leader: EYFS Fiona O'Malley
Years 1 & 2 Anna Newbold
Years 3 & 4 Edel Fallon
Years 5 & 6 Gwen Cook
2. Assistant Head Teachers: Andrea Inniss-Griffith, Fiona O'Malley and Karen Smith
3. Deputy Head Teacher: Tom Mitchell
4. Head Teacher: Susannah Bellingham

Please allow a minimum of 24 hours for a response. If after following this procedure your concern remains, the school's Complaints Procedure is available on the website or from the School Office. **Abusive or aggressive behaviour of any kind towards any staff member is not tolerated. The Code of Conduct, available on the website and via the School Office, sets out clear expectations of behaviour for all school users. Parents and carers are required to abide by it.**

Our School Rules, known as 'Our High Five', state that pupils will:

1. **Follow instructions from an adult the first time:**
Courtesy and co-operation
2. **Treat others as you would like to be treated:**
Respect
3. **Move around the school sensibly and safely:**
Care
4. **Look after everyone's belongings and equipment:**
Consideration
5. **Be a positive role model:**
Commitment

Assemblies (Collective Worship)

Assembly is a time of thought and reflection and is a statutory part of the school day. Children are expected to come into assembly silently, in an orderly manner and in a straight line. When in assembly, any child found talking, without permission (pupils with SEND and complex needs are an exception) will be asked to stand up for a minute to reflect on their behaviour and then asked to sit down silently. If a child's behaviour continues to disturb the assembly, s/he will be asked to sit near an adult in the hall. The class teacher will be made aware of this behaviour so it can be addressed at a later stage. If a child continues to disturb the assembly s/he will be taken to a member of staff who is not part of the assembly to reflect upon their behaviour.

In addition, we focus our daily assemblies on the following values monthly, so in their school careers our children will have experience of them all: **Positivity, Respect, Honesty, Perseverance, Trust, Patience, Responsibility, Empathy, Tolerance, Democracy, Liberty, Peace, Loyalty, Gratitude, Aspiration, Courtesy, Kindness and Courage.** Our values of the month are displayed throughout the school and on the fortnightly newsletter, which is available on the website, via ParentMail and via the School Office.

Playtimes and Lunchtimes

Children are expected to follow the rules of the school which are displayed in and around the buildings and the playgrounds. If a child is behaving inappropriately s/he may be asked to stand against the wall for five minutes to enable the behaviour to be discussed and addressed. If the behaviour is of a more serious nature the child will be brought inside by the adult on duty to be referred to a member of the Senior Leadership Team who will investigate the incident further and log it on the central behaviour tracking system if deemed necessary.

Wet Playtimes/ Lunchtimes

Wet playtimes and lunchtime are inevitable throughout the year and can be tricky to manage so we ensure that all children and adults know their procedures beforehand. At the start of every half term the class teacher reminds children of expected behaviour during wet play. The class teacher reminds pupils of the activities pupils can undertake during their time inside. Each class has board games, drawing books, reading materials and other quiet games that children can access during this time. Pupils needing to go to the toilet are permitted to do so using the toilet passes located in their classrooms. They are expected to walk calmly down the corridors. Meals supervisors will accompany classes down the stairs to the black gates opposite the Dining Hall where children can get in line under the shelter ready to be sent over for their meal.

Bullying

Bullying is not tolerated at Brunswick Park. We hold an anti-bullying week every Autumn Term, and regularly revisit expectations through assembly themes and the PHSCE curriculum. If we discover that an incident of bullying or intimidation has taken place, immediate action is taken. All incidents are recorded in class behaviour books and taken to a member of the Senior Leadership Team for further action which may involve exclusion if this is deemed necessary and/or appropriate.

Behaviour during off-site trips

We aim to keep our pupils safe in school and when on off-site trips. During off-site trips we expect pupils to be school ambassadors. Pupils are expected to be in full school uniform and must walk quietly and calmly in all public places. When walking, they are expected to walk in pairs unless directed otherwise by an adult. Pupils must not speak to unfamiliar people. Staff will have pupil information with them at all times and a small first aid kit in case of an accident.

Rewards

Adults are role models for children, and staff take every opportunity to model appropriate and expected behaviour.

We understand the importance of partnership with parents and carers and therefore we involve them at all stages in our behaviour management through regular communication. Each class teacher discusses the school rules with their classes at the beginning of every year and regularly reminds pupils of expectations of behaviour in class and in assemblies.

We praise and reward children for good behaviour in the following ways:

- *We congratulate children verbally for good, kind and considerate behaviour;*
- *We celebrate 'Star of the Week' where certificates for specific achievements are given to pupils. Those who get a certificate are awarded a Team Point;*
- *We celebrate our amazing work in class in sharing assemblies with parents and carers;*
- *We celebrate good attendance each week in an assembly award certificates to the class with the best attendance;*
- *We reward pupils using a 'Team Point' system. Each child from Years 1-6 is placed in a team (Red, Yellow, Green and Blue). Points are awarded variously for things such as good behaviour; courtesy; polite lining up on the stairs and in the dining hall; in the sports hall and for safe and appropriate play; being a good friend or for withstanding negative peer pressure. Pupils who get 30 team points at the end of each term can go to the Team Store to trade their points for a prize. 10 points will be worth 1 point on the main whole school board. At the end of the term the winning team is rewarded with the Team Cup and their names will be displayed on the website.*

Fixed-term and permanent exclusions

On occasions if a pupil is not following the school rules or responding to the school's behaviour improvement strategies, s/he may need to be excluded for a fixed period. If a pupil is excluded his/her parents/carers are informed immediately, giving reasons for the exclusion. A letter is drafted and sent home with the pupil; a letter will also follow by First Class Post. Upon return to school the Head Teacher or a member of the Senior Leadership Team will conduct a reintegration meeting with the pupil and his/her parents or carers to complete the necessary paperwork and to ensure the child is fully aware of why s/he was excluded and what is expected of him/her in school in the future. Only the Head Teacher has the power to exclude a pupil from school permanently.

Appendix 1 – Sanctions

1. Verbal warning/discussion
2. Being sent to a partner class for 10 minutes
3. Missing part of play or lunchtime
4. Log incident in the class behaviour book
5. Reflection sheet
6. Letter or phone call home
7. Fixed period away from class (internal exclusion)
8. Fixed term external exclusion
9. Permanent exclusion

Reasons for a verbal warning and missing part of play or lunchtime

Behaviours that disrupt (poor behaviour for learning – low level disruption):

- Talking/calling out
- Wasting own or others' time/not focusing on work
- Low-level noise e.g. humming/tapping.

Unsafe behaviours that can lead to accidents

- Not walking quietly around the school
- Swinging on a chair
- Not standing still when the bell has been rung
- Re-entering the building at play or lunch time or at home time without permission

Reasons to be entered into behaviour book and completing a reflection sheet

- Cussing/swearing and disrespecting peers
- Disrespecting adults
- Lying to an adult

Reasons for internal exclusion

- Violence towards a child or adult
- Swearing at an adult
- Stealing
- Destroying property in anger

Reasons for external exclusion

- Violence towards a child or adult
- Continuing to fight when an adult intervenes
- Being out of control
- Bullying
- Using derogatory language towards and about specific groups, for example sexist, racist or homophobic language. This is both discriminatory and unlawful.

Appendix 2 – Code of Conduct for Parents and Carers

Brunswick Park Primary School: CODE OF CONDUCT

As OFSTED recognised, we have good relationships with our parents and carers, and we expect everybody to behave courteously to each other and set a good example to the children. Inevitably, there are occasions where parents may be unhappy or upset about something that may have occurred in school, and want to discuss it.

In most cases, complainants are helpful, polite and patient, and they give us time to sort out whatever has happened so that everyone has been listened to and the problem is resolved. However, the behaviour of a minority of complainants can make investigating and resolving a complaint difficult, or they may behave in a way that is unacceptable or inappropriate.

We will never tolerate violence or abuse towards any member of staff. This may include behaviour or language (verbal, non-verbal or written) that may cause staff to feel afraid, threatened or abused; and it may include threats, personal verbal abuse, derogatory remarks and rudeness.

In these instances, parents will be asked to desist from the behaviour, and/or leave the premises. In instances where parents refuse to leave when asked and their behaviour is still causing distress, the police may be called.

The Head Teacher or Local Authority Director of Education may, in certain circumstances, impose a ban in writing on that person until they have had a meeting and taken responsibility for the impact of their behaviour. This is essential to protect staff and allow them to do their jobs, as well as protecting your children from witnessing inappropriate behaviour by adults.

Parents and carers may also not approach any children in the school to investigate a problem, as this may result in you receiving a warning letter, a final warning or potentially even a ban from the site by the Head Teacher or Local Authority Director of Education. Please let us know what facts you have, and we will thoroughly investigate your concerns and let you know the outcome. **Parents and carers may also not question staff about sanctions that may have been put in place by the Head Teacher, as this will be seen as intimidation or harassment of staff.**

If you are unhappy with the way your complaint has been dealt with, our complaints policy is available on the School Website and from the School Office. However, we hope you will work productively with us to overcome any problems, and life will be happy for everyone. We are eminently human; taking the time to say thank you to us when we get it right goes a very long way!